



Convenio 00028 de 2019
entre el Ministerio de Educación Nacional y el British Council

INSPIRING TEACHERS
ELT PLAN TEMPLATE

Complete with the information about you

Author	
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Select the type of plan

Lesson plan	Activity plan	Task plan	Project plan
X			

Write a few lines about the usefulness of this plan for the Colombian English teachers

Example: This lesson plan gives the students a chance to know about you, their new teacher, and it also gives you a valuable opportunity to assess your students' level. It can also be a useful and productive class if you ever find yourself substituting a class at short notice.

Author's remarks
This plan will help Ss to recognize the importance of solving problems with others, it gives them the opportunity to identify how their emotional intelligence could be useful to deal with real life personal problems. This lesson also encourages Ss to express their emotions and to provide apologies when needed.

Complete with the information about your students

Grade	Length of lesson	Number of students	Average age
Eighth	4 hours	36	12 - 15
Area		English level	
Rural	Urban X	A1	A2 X B1

Select the curricular axe or focus

Curricular Focus / Axes	
Environmental / Sustainability Education	
Sexual / Health Education	
Construction of Citizenship / Democracy / Teenagers	X
Globalization	

Complete with information about the content and methodological approach of the plan

Topic
Democracy and peace: Language in the construction of peace



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Module / Unit	Module 3 – Unit 1 – Solving Problems with Others		
Language focus	Language Function	Language skills	Vocabulary
	Building peace through actions	Speaking	Emotions and situations
Principles / approach	Project Based Learning		

In “Aim”, state what the learning goal is, in other words, what you want your students to achieve by the end of the session.

In “Subsidiary aims”, relate the language skills (communicative and *linguistic*) students need to master in order to achieve the main aim of the lesson. Make sure the aims are learner-centred, specific, measurable, achievable, realistic, and action oriented.

Learning objectives	
Aim	By the end of this <u>lesson</u> , students will be able to ... Recognize how emotional intelligences can affect the way we solve problems with others.
Subsidiary aims	By the end of this <u>lesson</u> , students will be able to ... <ul style="list-style-type: none"> ● Share information about their emotions. ● Understand the concept of emotional intelligence. ● Find the proper action to solve daily life problems with others. ● Propose an appropriate apology when making mistakes.

List all the materials needed for this plan. Please, do not include any picture or photograph.

Materials needed
Video Projector. Pictures about daily life problems. Story about a problem that SS could frequently face throughout their daily lives. Sheets of paper. Markers, colors, adhesive tape and glue.

Write the name for each state of the plan. Then in the “Procedure”, write a detailed description of what the teacher and students do at each stage of the session.

Be sure to be thorough so any teacher can follow this plan. Write the procedure in third person and present tense.

Use these conventions: T= teacher S= students Ss= students

Stage	Procedure	Time and Patterns of interaction



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<p>Warm up: Ice-breaker</p>	<p>The odd one out game</p> <p>1. T shows SS five different sequences of four pictures each. These sequences should represent emotions (positive and negative) or situations (problems and achievements). The proposal of this activity is that SS discover the odd emotion / odd situation in the sequences.</p> <p>T discusses with SS the options they consider as the odd ones. Keep in mind SS must take notes of new words since those will be used through the lesson.</p> <p><i>Odd one out – Emotion Questions</i></p> <ul style="list-style-type: none"> • Why is that emotion the odd one? • Have you ever felt that emotion? When? <p><i>Odd one out – Situation Questions</i></p> <ul style="list-style-type: none"> • Why is that situation the odd one? • Have you ever faced a situation like that? Explain. 	<p>15 minutes T-SS Group work</p>
<p>Introduction: Introducing language Pre-?</p>	<p>Assessment: Brainstorming</p> <p>T can use these guiding questions to let SS share their opinions and also use them to brainstorm new vocabulary about emotions.</p> <p>Deep thinking</p> <p>2. T shows SS a video in which a SS is cheating on an exam.</p> <p>Let SS think about it and answer the questions in groups of three people for about five minutes, then a volunteer of each group share their group's ideas.</p> <ul style="list-style-type: none"> • Is this behavior positive or negative? Explain • Do you think that emotions are involved in our actions? <p>T shows SS the part of the video in which that student is discovered copying his classmate's exam. All class discusses about emotions and their influence in our decisions.</p> <ul style="list-style-type: none"> • How do you feel after looking at the picture? • What is going to be the reaction of the SS affected? • What could be the best advice for the SS who was cheating? 	<p>20 minutes T-SS Group work</p>



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	<p>Emotional Intelligence</p> <p>3. T asks SS to make a list of their personal qualities. SS classify words into positive and negative emotions.</p> <p>T encourages SS to try to explain the concept of emotional intelligence using a pictogram in which each picture represents one of the five emotional intelligence main characteristics. After letting SS participate, T clarifies and explains the concept.</p> <p>Based on the previous activity, T asks SS to color the personal qualities that can help them to be emotional intelligent; in this stage it is important to persuade SS recognize their positive qualities and how they can help them be better citizens.</p> <p>T asks SS to participate in class sharing their positive qualities.</p>	<p>25 minutes T-SS Individual work Group work</p>
	<p>Assessment: Crazy bag</p> <p>4. T asks SS get in groups of four to six people. T gives each SS' group a bag, which contains at least 6 cards</p> <p>On the cards T could include</p> <ul style="list-style-type: none"> ● The phrase I CAN, letting SS to complete the statement related to the topic ● A simple question about solving problems with others. ● Draw their emotions in relation to certain context. ● A statement to be completed with language concerning peace. ● One or two funny challenges. <p>These are some examples T could use to include in the cards</p> <ul style="list-style-type: none"> ● I CAN ... (be a better citizen) ● What do you do when you are mad with someone? ● Draw your apologizing face. ● If we _____ about the problem we have, we could _____ it easily (talk , solve) ● Do something that makes your group laugh. <p>T starts the game saying "HOT POTATO" meanwhile SS move in their small groups, receiving and giving the crazy bag to other SS as soon as possible, when T stops saying "HOT POTATO", the SS who has got the crazy bag has to take one card and complete the activity written on it.</p>	<p>10 minutes SS – SS Group work</p>



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	<p>At the end of the activity T gives SS' group eight small pieces of paper; to let them evaluate the solutions proposed by their classmates. Each SS' group draws an Emoji (T shows on the board the options) and writes a phrase to give feedback to their classmates; finally a group's representative pastes the small pieces of paper next to each of their classmates' posters. Eg, Emoji "👍" Phrase "Great idea"</p> <p>T discusses with SS about their evaluation process and decides which was the best solution to the plagiarism problem, depending on SS Peer-Assessment.</p>	
<p>Production: Freer practice Post-?</p>	<p>Am I wrong?</p> <p>7. T asks SS to remember a mistake they have made with a classmate, a teacher or a best friend, which they never solved neither excused for. SS propose an apology and also the best action to solve this problem.</p> <p>SS answer the following questions in short words:</p> <ul style="list-style-type: none"> ● What was the mistake with your classmate, teacher or best friend? ● How did you feel? ● Which of your emotions controlled you in that moment? ● Did you regret of what you did? <p>T encourages SS to imagine they have the opportunity to use their Emotional Intelligence to make an apology to solve this problem.</p> <p>Note: T prepares a vocabulary bank of expressions to apologize and reinforces Modal Verbs.</p>	<p>30 minutes Individual work</p>
	<p><i>Assessment:</i> Hand signal</p> <p>8. T tells students s/he will ask "Can you..." questions and they will answer yes or no with their hands:</p> <ul style="list-style-type: none"> ● Thumbs up means "Yes, I Can" ● Thumbs down means "No, I Can't" <p>T could also use the board to paste two thumbs indicating what each stands for; for instance "Yes, I Can" thumbs up and "No, I Can't" thumbs down. T asks SS to get in pairs, one SS in front of the other. T explains SS that when s/he says the word RED they have to close their eyes and when s/he says the word GREEN they have to open their eyes.</p>	<p>15 minutes Pair work Group work</p>



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	<p>T starts the game asking a crazy question such as “Can you teleport?” to check students’ understanding. T says the word RED and asks a “Can you...” question as the examples below, SS close their eyes and use their thumbs to answer the question, then T says the word GREEN, SS open their eyes, so they realize which were their classmates’ answers.</p> <p>At the end of each question T lets SS to participate asking what are their opinions about the questions results.</p> <p>Can do statements examples.</p> <ul style="list-style-type: none"> • Can you identify your positive emotions? • Can you identify your negative emotions? • Can you organize the sequence of a story? • Can you explain the concept of emotional intelligence? • Can you solve a problem using emotional intelligence? • ... T could include some more if necessary. 	
<p>Wrap-up</p>	<p>Sharing my thoughts</p> <p>9. In groups of two, SS will use the apologies they wrote on activity 7 to share them with a classmate</p> <p>SS will imagine his/her classmate is the person who they made the mistake in the past, so SS are going to express their excuses as well as they can. Some volunteers could develop the activity in front of the class.</p> <p>T asks SS to take note of the most relevant problems and the respective excuses they identified on the activity, this list will be useful as reference on the following lessons.</p> <p>Assessment: Exit Ticket</p> <p>10. T gives SS a ticket similar to the one below.</p> 	<p>15 minutes SS-SS Group work</p> <p>15 minutes T-SS Individual work</p>



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	<p>On this ticket T includes 3 questions to assess SS knowledge and analyzes their opinion to improve next class activities. T requires SS to write their names on the paper. T remembers SS lesson objectives to guide their answers in terms of those.</p> <ul style="list-style-type: none"> ● 1 thing I learned. ● 2 things I have not clear yet. ● 3 things I know that I can build on. <p>Before class finishes T chooses some exit tickets to share with the class and make the necessary clarifications, suggestions or comments.</p>	
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List a series of ideas of how this plan can be methodologically adapted so other teachers can implement it in their own educational context.

Implementation alternatives
<p>The odd one out game Before class you could talk with some SS about common problems they currently have at school, so you could include pictures that SS will recognize as personal emotions or situations they have faced in the school.</p> <p>Deep thinking If it is possible SS could act the exam cheating situation so you could record the video or take the pictures needed on the activity, SS will discuss about it and feel identified with the school problem. You could also use the videos Mr. Bean Chapter 1 “The Exam” from minute 4:52 to 10:37 to show the exam cheating situation https://www.youtube.com/watch?v=HeMmavFtJ3c</p> <p>Emotional Intelligence It will be very useful if you bring to class a list of positive and negative personal qualities, in that way you will help SS to do not take a lot time looking for these words. https://www.compatibilitycode.com/book-resources/personal-qualities-list/</p> <p>Pictogram emotional intelligence sample https://scottjeffrey.com/wp-content/uploads/2017/03/emotional-intelligence.png</p> <p>Crazy bag As advice for this activity, you have to bring the crazy bags ready to start the game and let SS organize by themselves and this lesson involves emotions, so SS will feel more comfortable if they work with their friends or people they get along well.</p> <p>Jumbled a story Talk with some students before lesson and write a short story related to their context, for SS is so relevant to feel identified with class topics; it will develop critical thinking which will be useful for self-reflection.</p>



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Poster: to assess “Jumbled a story”

On the following web site, you will find the list of emojis updated, remember each face represents a different feeling <https://getemoji.com/>

Am I wrong?

Some groups could need an example on this stage, think about a good one, but request them not to copy your own idea, especially since some of them often right after T proposes exemplification, copy the same words not using their imagination.

Summative Assessment

If necessary after **Exit Ticket**, you can also include a summative assessment. You could write about a common school problem between two SS from different classes, ask SS some reading comprehension questions with multiple choice options including the vocabulary used through this lesson. Instructions on assessment should be simple and clear.

Assessment Rubric.

RUBRIC: Am I wrong? & Sharing my thoughts				
	Low performance	Basic performance	High performance	Superior performance
Knowledge of the topic	Has difficulty proposing an appropriate apology when making a mistake with someone	Proposes, with certain difficulty an appropriate apology when making a mistake with someone	Proposes an appropriate apology when making a mistake with someone	Proposes easily an appropriate apology when making a mistake with someone
Speaking Coherence and structure	Does not communicate his/her knowledge evidencing lack of comprehension and preparation on the topic.	Shows lack of structure to communicate his/her knowledge comprehension and preparation on the topic.	Communicates his/her knowledge evidencing comprehension and preparation on the topic.	Communicates clearly and easily his/her knowledge evidencing comprehension and preparation on the topic.
Interaction	Cannot develop an activity with his/her classmates and socialize his/her thoughts.	Sometimes develops an activity with his/her classmates and barely socializes his/her thoughts.	Develops a good group work and socializes his/her thoughts with his/her classmates clearly.	Develops an adequate group work and socializes his/her thoughts fully with his classmates.

Write the key word for each category based on the content of this plan. For example:

Topic: environment Skill: reading Linguistic: should Vocabulary: animals, environment

Key words				
topic	skill	linguistic	vocabulary	grade



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Solving problems with others	Speaking	<ul style="list-style-type: none">- Modal verbs- Apologetic expressions- Advices	<ul style="list-style-type: none">- Personal qualities- Citizen- I can / I can't- Emojis faces- Positive and negative emotions- Mistake	Eighth
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